

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L326 / COMMUNICATE EFFECTIVELY IN A GIVEN
SITUATION

OCT 04



Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L326 / COMMUNICATE EFFECTIVELY IN A GIVEN SITUATION
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	C303, Communicate Effectively in a Given Situation, Oct 03.
TSP Users	600-BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number**Task Title**

158-100-1140

Communicate Effectively in a Given Situation

**This TSP
Contains**

TABLE OF CONTENTS

	<u>PAGE</u>
Preface	2
Lesson Section I Administrative Data	4
Section II Introduction.....	8
Terminal Learning Objective - Identify the components of communications as they apply to effective leadership.	9
Section III Presentation	10
Enabling Learning Objective A - Demonstrate knowledge of the communication process.....	10
Enabling Learning Objective B - Correlate how individual perceptions influence communications	11
Enabling Learning Objective C - Compare the effectiveness of communication with feedback and communication without feedback.....	13
Section IV Summary	15
Section V Student Evaluation	17
Appendix A - Viewgraph Masters (N/A) A -	1
Appendix B - Test(s) and Test Solution(s) (N/A) B -	1
Appendix C - Practical Exercises and Solutions C -	1
Appendix D - Student Handouts D -	1

COMMUNICATE EFFECTIVELY IN A GIVEN SITUATION
L326 / Version 2
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

**All Courses
Including This
Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
600-BNCOC	2	Basic Noncommissioned Officer Course

**Task(s)
Taught(*) or
Supported**

<u>Task Number</u>	<u>Task Title</u>
158-100-1140 (*)	Communicate Effectively in a Given Situation

**Reinforced
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
158-300-0010	Write in the Army Style
158-300-0020	Conduct a Military Information Briefing

**Academic
Hours**

The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
	20 mins / Conference / Discussion
	1 hr 30 mins / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	2 hrs

**Test Lesson
Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 Hrs	E303

**Prerequisite
Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance
Access**

Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

**Foreign
Disclosure
Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

Before class--

- Read and study Student Handouts 1, 2, and 5.
- Complete the assignment in Student Handout 3, Homework Examination.
- Turn in Student Handout 3 one day prior to class to the instructor.

During class--

- Participate in the class discussion and complete the Practical Exercises.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:16, BNCOC graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

**Materials
Required****Instructor Materials:**

- TSP.
- FM 22-100.
- Easel, (Stand Alone) with paper.
- Markers.
- Any equipment required by the NCOA's SOP.

Student Materials:

- Student handouts 1, 2, 3, and 5.
- Pen or pencil and writing paper.
- Any materials required by the NCOA's SOP.

**Classroom,
Training Area,
and Range
Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER STU)

**Ammunition
Requirements**

<u>ID</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check on learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.
- Issue Student Handouts 1, 2, 3, and 5, and all recoverable materials NLT three days prior to class.
- Collect and grade SH-3 one day prior to class. Read first note on p10.
- Prepare two charts on easel paper/newsprint IAW the format on Charts for Communications with and without feedback exercise, p C-9.

During class--

- Conduct the class in accordance with this TSP.
- Conduct PEs.
- Use the same exercise leader for Diagram I and II.

After class--

- Collect all recoverable materials.
- Report any lesson discrepancies to the Senior Instructor.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
McLaughlin, John A.	GS09	Training Specialist	
King, Phillip W.	GS11	Course Manager, B/ANCOC	
Bennett-Green, Agnes D.	SGM	Chief, B/ANCOC	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

Sometimes, a failure to communicate your intended message can have life and death consequences. For example, the explosion of the space shuttle *Challenger* and the loss of seven crewmembers was partly due to a communications error.

As military leaders, an inability to clearly communicate your intent can lead to serious injury, loss of equipment, death, or an end to your or another's career. You cannot take your communication skills or your responsibility to communicate effectively lightly.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Identify the components of communications as they apply to effective leadership.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	Identified the components of the communication environment (personal, audience, psychological factors, and environment) as they apply to effective leadership IAW FM 22-100 and Student Handout 2.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

During this course, you will take a 50 question written examination. This examination will include questions on the ELOs and TLO from this lesson. You must correctly answer at least 35 questions to receive a GO. A GO is a graduation requirement.

Instructional Lead-In

“Soldiers want to do what the boss wants done--and if they do not do it, it is because the boss has done something wrong--because he did not communicate his desires.”

Think about what I just said.

By the end of this course, I think you will probably agree with General Bruce Clarke and his statement.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate knowledge of the communication process.
CONDITIONS:	Given homework readings, homework examination, and in-class review.
STANDARDS:	Demonstrated knowledge of the communication process by answering 15 out of 20 questions correctly on the homework examination.

1. Learning Step / Activity 1. Demonstrate Knowledge of the Communication Process

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: None

Review Homework Assignment

NOTE: Pass out graded SH-3 and SH-4 solution. Poll the class for their performance on the homework examination. Determine that students all answered at least 15 out of 20 questions correctly. Briefly discuss questions commonly missed by the students and any questions or issues that the students have about either their homework readings or the homework examination. Ensure that any student not scoring at least 15 out of 20 questions correctly on the homework examination understands the questions they missed.

CHECK ON LEARNING: SH-2 thru SH-5 serves as the check on learning for this ELO.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Correlate how individual perceptions influence communications.
CONDITIONS:	Given an in-class exercise and homework reading.
STANDARDS:	Correlated how individual perceptions influenced communications by providing the class a relevant personal example of an experience where he/she experienced a communications breakdown OR provided one concrete way that he/she can apply the in-class exercise findings in a military setting.

1. Learning Step / Activity 1. Discuss how Individual Perceptions Influence Communications

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 35 mins
 Media: None

NOTE: Explain the difference between connotation and denotation. The definition of connotation is something suggested by a word, thing, or phrase, etc., in addition to its explicit meaning, or denotation. The definition of denotation is the act or process of denoting, the direct specific meaning as distinct meaning from an implied or associated idea. Connotation directly affects effective communication. Issue Practical Exercise 1 to the students.

To illustrate the importance of communications and how the words we use can affect the success of our communication effort, we are going to look at how the meanings of words can interfere with our relationships. We must remember that our language and our whole communication system (including gestures, body language, etc.) are value laden.

NOTE: Put the students into groups of at least four students; number of groups depends upon size of class. Appoint a recorder for each group. Have the students conduct PE-1. Allow a total of 10 minutes to complete the PE-1.

NOTE: After 3 minutes, ask the recorders to write each word on the chart paper/newsprint using the same format as the student handout sheet. The recorder should then go around his group and ask each student to report his individual ratings for each of the words. The recorder should record the ratings next to the appropriate word on the easel paper/newsprint/board. After obtaining all responses, each group should total the number of pluses, minuses, and zeros for each word and enter the information on their chart (allow up to 7 minutes).

NOTE: After 7 minutes, have each group display its chart. Ask the students to note the differences and similarities between the group responses and have them discuss the reasons why they think the differences occurred.

NOTE: Use the questions below to start the discussion:

- What are some of the differences you see in the group responses?
- What are some of the similarities you see in the group responses?
- What do these differences mean?
- What do these similarities mean?
- Why do you think we had different values for the words?

NOTE: Basically, similarities in responses show where perceptions are similar and intended communication is likely to occur. Differences in responses show the opposite.

NOTE: After the group discusses the meaning of their responses, have the students relate personal experiences where they experienced a communications breakdown because of differences in word perceptions or meanings. For example, “Have any of you ever said something that was perfectly clear to you, and yet you received a reaction you did not expect?” Ask them to give real examples.

NOTE: Ensure that all students provide either a relevant personal example of an experience where he/she experienced a communications breakdown OR provide one concrete way that he/she can apply the in-class exercise findings in a military setting (see next NOTE).

Apply the information you gathered by asking: “To make myself a better communicator and leader, how can I use the insights I’ve gained about word meanings and how they affect the message I sent?”

NOTE: Encourage students to come up with concrete ways that they can apply their exercise findings in a military setting.

We have seen that words differ in meaning to individuals and that these differences occur because of differences in the way individuals feel about a word or the perception they have of the word’s meaning.

When we talk about the connotation (write “connotation” on the board) of a word, we are talking about how our perceptions impact word meaning— the meaning attached to a word by an individual based on individual experiences.

Denotation on the other hand (write “denotation” on the board) is the dictionary meaning of the word. We, as leaders, must be aware that words do not mean the same thing to all people and the connotative meaning of a word often overrides the denotative meaning because we base connotative meanings on our emotions. The reactions to words influence the behavior/attitudes of those who you want to receive your message.

CHECK ON LEARNING: Practical Exercise 1 serves as the check on learning for this ELO.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Compare the effectiveness of communication without feedback and communication with feedback.
CONDITIONS:	Given a PE, required readings and a small group assignment.
STANDARDS:	Compared the effectiveness of communication without feedback and communication with feedback, contributed to group solution of practical exercise and participated in class discussion. Answered one question with a 75 percent accuracy rate as determined by instructor.

1. Learning Step / Activity 1. Compare the Effectiveness of Communication without Feedback and Communication with Feedback

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 45 mins
 Media: None

Now you will participate in a practical exercise that will demonstrate how communication with feedback is superior to communication without feedback.

NOTE: Review the instructions for PE-2. Select one student to be an exercise leader. Give the exercise leader the “**without**” feedback diagram (p C-10) first and instruct him that he is going to describe the shapes top to bottom to the rest of the group while they draw what he tells them to draw. Allow him to study it for two minutes. While the exercise leader is reviewing the diagram, brief the remainder of the students that they are to work as quickly as possible, draw only what the exercise leader tells them to draw and that they are not to ask the demonstrator any questions (have the demonstrator face away from the group if this helps). After completing the “**no**” feedback activity, give the exercise leader the “**with**” feedback diagram (p C-11). Have students arrange their seats so that they can face the demonstrator without his seeing their drawings. Tell them that this time they may ask any questions that will help to clarify what the exercise leader is trying to communicate to them. At the end of the exercise, tally the number of correct shapes each student completed for each diagram on the flipchart you prepared prior to class. Discuss the results.

In looking at our exercises, you can see that as a class, you drew an average of _____ of the figures correctly in the first exercise.

Now let’s look at part two. We can see that feedback produced an average of _____ figures drawn correctly during the second part of the exercise.

NOTE: You are going to lead a discussion of the exercise and the conclusions reached as a result of the exercise. Have the students answer some of the following questions. Ensure all students participate and get the opportunity to answer at least one question each. The instructor judges the accuracy of student answers. Since there are multiple correct answers for some questions, ask different students some of the same questions in order to ensure every student gets the opportunity to respond.

QUESTIONS:

- What were the differences in averages for each of the diagrams?
- Why did the differences occur?
- What factors influenced the differences?
- What do the differences in time it took to complete each diagram illustrate?
- Were there non-verbal clues which helped you do the task?
- Were there non-verbal clues that interfered with the task?
- Did you find that practicing active listening assisted you in achieving the objective? In what ways?
- How can I apply the insight I gained from this exercise to my responsibilities as an Army leader?

CHECK ON LEARNING: Practical Exercise 2 serves as the check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: According to the communication model, what are the four elements of effective communication?

ANSWER: A sender, the message, the receiver, and feedback.

Ref: SH-2-6 and SH-2-7

QUESTION: What are the three modes of the communication process?

ANSWER: Verbal, nonverbal and symbolic.

Ref: SH-2-4 and SH-2-5

QUESTION: What can help you tell if the receiver has understood your message?

ANSWER: Feedback.

Ref: SH-2-7

**Review /
Summarize
Lesson**

During this block of instruction we have not covered everything you should know about communications, but we have covered some of the basics from which you can build on. Now, I'd like to go around the room and ask each of you what you believe is the biggest barrier to communication.

NOTE: Ask each student what they feel is the biggest barrier to communication. List them on the board as you go around the room. Discuss each barrier and get the group to come to a consensus as to which is the most common communication barrier.

As a group, we identified _____ as the most common barrier to communication. In doing so, it is important to remember that in verbal communication settings, non-verbal factors influence the message more than what is actually said. The media you use to transmit the message has barriers built into it. To be the most effective communicator, you must be aware of the strengths and limitations of the various communication modes. You must also be aware of the nonverbal messages which you are conveying. Poor communication skills will ruin your career in the Army. Practice good communication skills every opportunity you have.

What are your comments?

**Transition to
Next Lesson**

None

SECTION V. STUDENT EVALUATION**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this course, you will take a 50 question written examination. This examination will include questions on the ELOs and TLO from this lesson. You must correctly answer at least 35 questions to receive a GO. A GO is a graduation requirement.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

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Appendix A - Viewgraph Masters (N/A)

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Appendix B - Test(s) and Test Solution(s) (N/A)

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PRACTICAL EXERCISE 1

Title	MEANINGS AND COMMUNICATIONS						
Lesson Number / Title	L326 version 2 / COMMUNICATE EFFECTIVELY IN A GIVEN SITUATION						
Introduction	This practical exercise requires you to identify actions that occurred and to effectively communicate what happened to an individual or group.						
Motivator	None						
Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Correlate how individual perceptions influence communications</td></tr> <tr> <td>Conditions:</td><td>Given an in-class exercise and homework reading.</td></tr> <tr> <td>Standards:</td><td>Correlated how individual perceptions influenced communications by providing the class a relevant personal example of an experience where he/she experienced a communications breakdown OR provided one concrete way that he/she can apply the in-class exercise findings in a military setting.</td></tr> </table>	Action:	Correlate how individual perceptions influence communications	Conditions:	Given an in-class exercise and homework reading.	Standards:	Correlated how individual perceptions influenced communications by providing the class a relevant personal example of an experience where he/she experienced a communications breakdown OR provided one concrete way that he/she can apply the in-class exercise findings in a military setting.
Action:	Correlate how individual perceptions influence communications						
Conditions:	Given an in-class exercise and homework reading.						
Standards:	Correlated how individual perceptions influenced communications by providing the class a relevant personal example of an experience where he/she experienced a communications breakdown OR provided one concrete way that he/she can apply the in-class exercise findings in a military setting.						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none"> • Markers. • Chart paper. • Easel. • Pencil and paper. <p>Student Materials:</p> <ul style="list-style-type: none"> • Pencils or pens. • Writing paper. 						

**Special
Instructions**

None

Procedures

STEP 1. You have three minutes to complete the exercise--first independently. Place a check mark in the appropriate column: under the plus sign (+) for each word that has a positive connotation, under the zero (0) column for each word which has a neutral connotation and under the minus (-) column for each word which has a negative connotation for you personally.

STEP 2. After three minutes, total all individuals' ratings and present them to the group recorder to record the rating next to the appropriate word on the chart paper/newsprint/board.

STEP 3. After seven minutes, display your group's chart with ratings and note the differences and similarities between the groups' responses. Discuss the reasons why the differences occurred.

Practical Exercise 1

Meanings and Communications

INSTRUCTIONS:

Determine whether each of the words below carries a positive, negative, or neutral connotation for you personally. Place a check mark in the appropriate column: under the plus sign (+) for each word that has a positive connotation, under the zero (0) for each word that has a neutral connotation and under the minus sign (-) for each word that has a negative connotation for you personally.

WORD	YOUR RATING				GROUP RATINGS		
	(+)	(0)	(-)		(+)	(0)	(-)
1. MATH							
2. CONTROL							
3. DRUGS							
4. MILITARY							
5. REGULATIONS							
6. POLICE							
7. ASSERTIVE							
8. FOREIGN							

**Feedback
Requirements**

None

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SOLUTION TO PRACTICAL EXERCISE 1

There is no school solution to this exercise.

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PRACTICAL EXERCISE 2

Title	DIAGRAMS FOR COMMUNICATIONS WITH/WITHOUT FEEDBACK EXERCISE						
Lesson Number / Title	L326 version 2 / COMMUNICATE EFFECTIVELY IN A GIVEN SITUATION						
Introduction	This practical exercise requires you to demonstrate the need for feedback when communicating.						
Motivator	None.						
Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Compare the effectiveness of communication without feedback and communication with feedback.</td></tr> <tr> <td>Conditions:</td><td>Given a PE, required readings, and a small group assignment.</td></tr> <tr> <td>Standards:</td><td>Compared the effectiveness of communication without feedback and communication with feedback, contributed to group solution of practical exercise and participated in class discussion. Answered one question with a 75 percent accuracy rate as determined by instructor.</td></tr> </table>	Action:	Compare the effectiveness of communication without feedback and communication with feedback.	Conditions:	Given a PE, required readings, and a small group assignment.	Standards:	Compared the effectiveness of communication without feedback and communication with feedback, contributed to group solution of practical exercise and participated in class discussion. Answered one question with a 75 percent accuracy rate as determined by instructor.
Action:	Compare the effectiveness of communication without feedback and communication with feedback.						
Conditions:	Given a PE, required readings, and a small group assignment.						
Standards:	Compared the effectiveness of communication without feedback and communication with feedback, contributed to group solution of practical exercise and participated in class discussion. Answered one question with a 75 percent accuracy rate as determined by instructor.						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						

Resource Requirements**Instructor Materials:**

- Pencil and paper.
- Two charts on chart paper/newsprint IAW the format on pC-9 for communication with and without feedback.
- Markers.

Student Materials:

- Pencils or pens.
- Writing paper.

Special Instructions

None

Procedures**EXERCISE PROCESS:**

1. The SGL will select one student to be the exercise leader and give him/her two minutes to study the first diagram, SPE-2 on p C-10.
2. While the exercise leader is studying the diagram, the SGL tell the group that the exercise leader will give them directions for drawing a series of figures. The group will draw the figures exactly as the exercise leader tells them. Use page C-7 to draw the first diagram. Participants may not ask questions and should not attempt to influence the exercise leader.
3. The exercise leader is to ignore the remaining students and their actions. He/she may turn his/her back to the group to help focus. Draw what the exercise leader describes as quickly as possible and do not ask questions or give feedback of any kind to the exercise leader.
4. Complete the exercise for Diagram I.
5. The SGL will record the time the exercise leader takes to complete the directions in table 1 (prepared on the chart paper/newsprint prior to class).
6. For Diagram II, the SGL will give the exercise leader the second diagram, SPE-2, page C-11. This time, the exercise leader is going to be able to get feedback from the group. Follow the same steps as for Diagram I except that the participants may ask questions and the exercise leader may respond. (He/she should face the group.)
7. The group will use pC-8 to complete the exercise for Diagram II.
8. The SGL will record the time taken for diagram II on table 2.
9. The SGL will pass out SPE-2, ppC-10 and C-11 to the remainder of the group. Each participant counts the number of figures drawn correctly for each diagram. Enter the results in the number of figures drawn correctly in the correct columns of tables 1 and 2.
10. Tabulate the number of figures the participants drew correctly for each diagram. Determine the average of the actual scores for each diagram and enter it in the appropriate table.
11. Discuss the results.

Practical Exercise 2**DIAGRAMS FOR COMMUNICATION WITHOUT FEEDBACK
EXERCISE**

DIAGRAM I: WITHOUT FEEDBACK

Instructions: Draw the figures as instructed by the exercise leader. **DO NOT** ask any questions!

Practical Exercise 2**DIAGRAMS FOR COMMUNICATION WITH FEEDBACK
EXERCISE****DIAGRAM II: WITH FEEDBACK**

Instructions: Draw the figures as instructed by the exercise leader. Ask any questions that may assist you in understanding the instructions. The exercise leader may respond.

Charts for Communication With / Without Feedback Exercise

PREPARE ON CHART PAPER/NEWSPRINT. PREPARE EACH TABLE ON A SEPARATE SHEET.

Note: To be prepared by instructor prior to class.

TABLE 1: Communication without feedback
(For Diagram I)

NUMBER CORRECT
5
4
3
2
1
0

EXERCISE TIME	
AVERAGE # CORRECT	

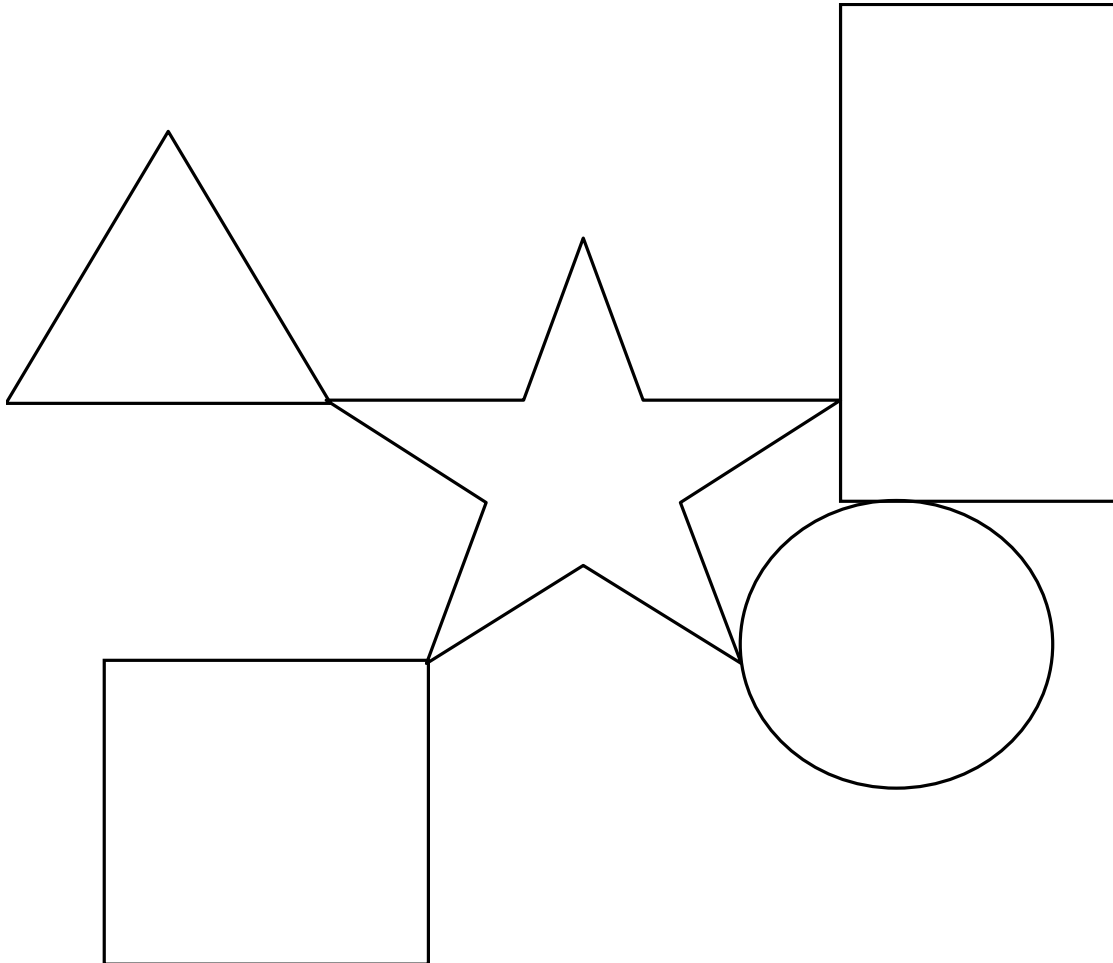
TABLE 2: Communication with feedback
(For Diagram II)

NUMBER CORRECT
5
4
3
2
1
0

EXERCISE TIME	
AVERAGE # CORRECT	

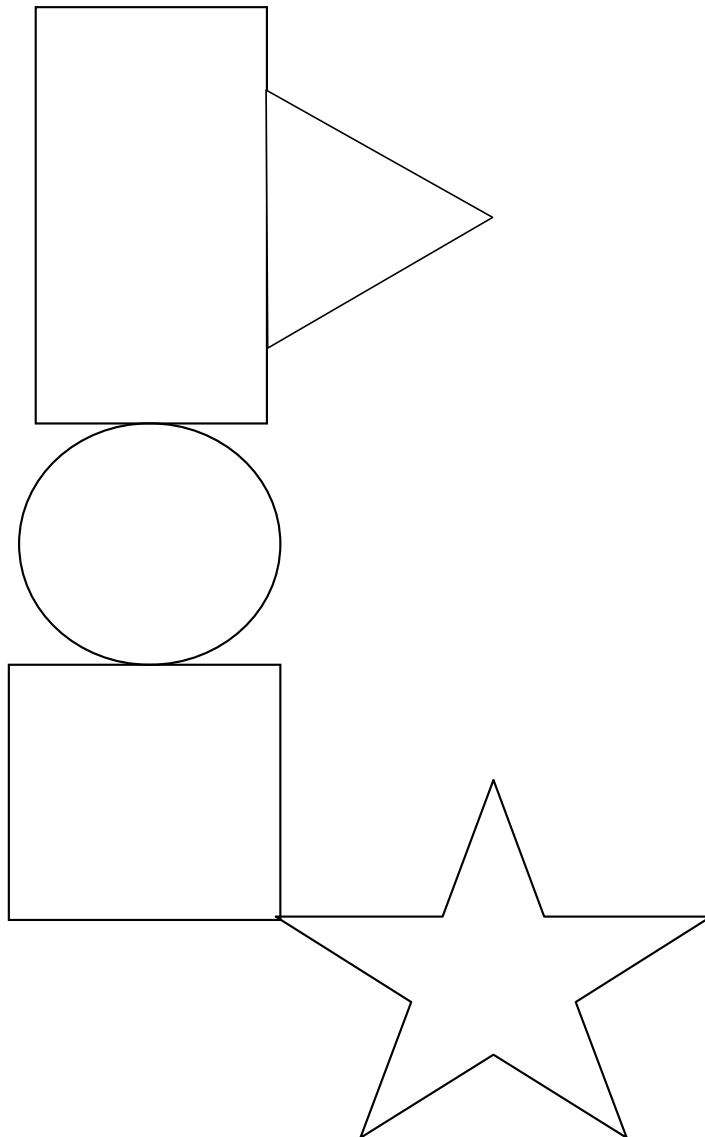
**Feedback
Requirements**

None

SOLUTION TO PRACTICAL EXERCISE 2**DIAGRAMS FOR COMMUNICATION WITHOUT FEEDBACK
EXERCISE****DIAGRAM I: WITHOUT FEEDBACK**

SOLUTION TO PRACTICAL EXERCISE 2
DIAGRAMS FOR COMMUNICATION WITH FEEDBACK
EXERCISE

DIAGRAM II: WITH FEEDBACK



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HANDOUTS FOR LESSON 1: L326 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from Center for Army Leadership, U.S. Command and General Staff College	SH-2-1 thru SH-2-10
SH-3, Homework Examination	SH-3-1 thru SH-3-4
SH-4, Homework Examination Solution	SH-4-1 thru SH-4-4
SH-5, Extracted Material from FM 22-100	SH-5-1

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of 20 mins of conference/discussion and 1 hour 30 mins of practical exercise.

Overview You will look at words and think about how words have different meanings for different people. Identify the purpose of the communication effort and required analysis for the four components of the communication environment (personal, audience, psychological factors, and environment).

Learning Objective Terminal Learning Objective (TLO).

Action:	Identify the components of communications as they apply to effective leadership.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	Identified the components of the communication environment (personal, audience, psychological factors, and environment) as they apply to effective leadership IAW FM 22-100 and Student Handout 2.

ELO A Demonstrate knowledge of the communication process.

ELO B Correlate how individual perceptions influence communications.

ELO C Compare the effectiveness of communication with feedback and communication without feedback.

Student Assignments

- Read Student Handouts 1, 2, and 5.
- Complete the assignment in Student Handout 3, Homework Examination.
- Turn in Student Handout 3 one day prior to class to the instructor.

Additional Subject Area Resources None

Bring to Class You must bring the following materials to class.

- All reference material.
- Pen or pencil and writing paper.

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Student Handout 2

Extracted Material from Center for Army Leadership, U.S. Command and General Staff College

This student handout contains 9 pages of extracted material from Center for Army Leadership, U.S. Command and General Staff College, Lesson 158-100-1140, Communicate Effectively In a Given Situation, The Communication Process.

Title/Synopsis	Pages
SH-2, Communicate Effectively In a Given Situation, The Communications Process	SH-2-2 thru SH-2-10

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PREPARE YOURSELF TO COMMUNICATE

Communication is the means for transferring information from one person to another. It involves a source of the communication, the message to be transmitted, and a receiver. Your task as a leader is to effectively communicate your intended message. Experience shows that using the following process increases the accuracy and effectiveness of your communication efforts.

1. Identify the purpose of the proposed communication:
 - a. Determine what information you need to communicate.
 - b. Determine why you need to communicate the information.
 - c. Determine to whom you need to communicate the information.
 - d. Determine if you are the correct source of the information.
2. Analyze the communication environment.
 - a. Personal. Determine your ability to accurately transmit the communication by evaluating your:
 - (1) Expertise.
 - (2) Values.
 - (3) Expectations.
 - (4) Experience.
 - (5) Your authority to transmit the information.
 - (6) Personal attributes which influence mode of communication.
 - b. Audience. Determine to whom you should transmit information and why. Base your evaluation on the following audience criteria:
 - (1) Expertise.
 - (2) Values.
 - (3) Expectations.
 - (4) Experience.
 - (5) Background (cultural, education and training).
 - (6) Attributes which influence mode of communication.
 - c. Psychological Factors. Determine the “noise” that may influence your communications and how you can use the “noise” to enhance the transmission of your message. Some factors to consider include:
 - (1) Expertise.
 - (2) Values.
 - (3) Expectations.
 - (4) Beliefs.
 - (5) Needs.
 - (6) Differences in positions (ranks).
 - (7) Trust.
 - (8) Stress and fatigue.
 - d. Environment. Identify the environmental factors in the communication situation that may facilitate or hinder your message.
 - (1) Identify factors which may facilitate the receiver’s accurate receipt of the intended message.
 - (2) Identify factors which may hinder the receiver’s accurate receipt of the intended message.

- e. Choose an appropriate medium (or media) for the message.
 - (1) Consider strengths and weakness of the media based on personal, audience, psychological, and organizational (environment) factors.
 - (2) Determine the resource requirements for the media and availability of the resources.
- f. Determine if intended message was received accurately.
 - (1) Review techniques for determining if the intended message was received by the intended audience.
 - (2) Determine if the appropriate message was received. If not, determine source of problem and approach to take to correct it.

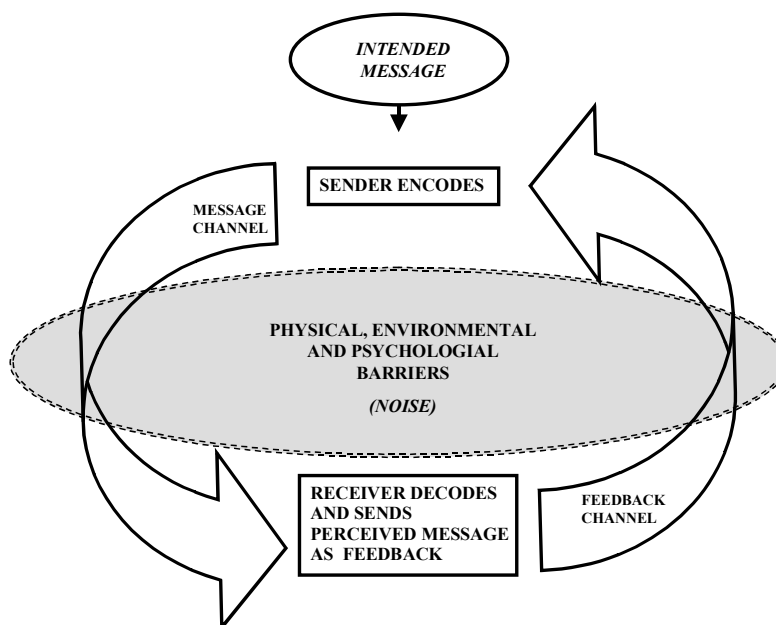
THE PRINCIPLES OF COMMUNICATION

1. Communications is a critical component of leadership. Communications is basic to all leadership principles. It is through communications that you keep your soldiers informed and ensure that the task is understood, supervised, and accomplished.
2. Communications is a complex process including the verbal, nonverbal, and symbolic modes.
 - a. Verbal communications. Words themselves do not have meaning. People have meaning, and words are simply tools to convey that meaning. What may be familiar to one person may not be to another. One of the difficulties with words is that we attach different meanings based on our experiences and emotions. Another difficulty is that we create and use jargon, clichés, and specialized vocabularies. It is not uncommon to observe people struggling to find the right words to say what they mean.
 - b. Nonverbal communications. One's nonverbal communications or body language reflects one's culture, develops over time and with practice, and is usually unconscious behavior. For that reason, nonverbal signals are often viewed as a more valid source of information than are the verbal communications.
 - (1) There are a number of forms of body language.
 - (a) One form of body language is eye contact and how the eyes are used during the communication process. Research indicates how individuals move their eyes, even though that movement may be slight, presents a view of the individual's internal representation of the world and how he/she is really viewing the interaction. For example, eyes placed in the upper right is an indication that the individual is remembering things seen before in the way that they were seen before. For example, "What color is your mother's home?"
 - (b) Posture is a powerful form of nonverbal communication. How one sits or stands sends signals that may communicate how an individual is experiencing his/her environment. As an example, a person who folds his/her arms and crosses his/her legs is often said to be defensive. But one needs to apply care when interpreting what posture means. For some sitting with folded arms and legs may be a culturally learned behavior. On the other hand, it may be a defensive posture that says "convince me, but I'm hard to convince."
 - (2) Another nonverbal communication form involves involuntary nervous spasms, "tics," or sub-vocals. A soldier may say, "uh, uh, uh," when trying to find the right word. Another person may hum, grunt, or groan. Again, use care in interpreting the behavior.
 - (3) Distancing is another nonverbal communication. Some people have the need to keep distance between themselves and others. If you invade the personal space, they may become tense or uncomfortable. Interestingly, too much space tends to be taken as an indication of negative feelings or discomfort. There are cultural, gender and ethnic differences in the way personal space is perceived. Typically, intimate distance is 18 inches or less, personal distance is 18 inches to 4 feet and social distance is 4 feet to 12 feet.
 - (4) Gesturing. We give emphasis to our words and attempt to clarify our meaning through the use of gestures. Gestures include movements of the head, shoulders, arms, hands, and legs. Some cultures use a lot of gesturing. Gestures do not mean the same thing to all people. For example, the comment "we're number one" and the gesture of pointing the index finger in the air, is considered obscene in some cultures.

- (5) Vocalism. How we accent words when we speak may imply a different meaning other than the words themselves. The way we emphasis certain words or the tone of voice we use can send “mixed messages” and often determines what the listener understands.
- c. Symbolic. We give out signals about our meaning to other people through the symbols we use. They are a real part of our communication. The symbolic communication mode is essentially passive and messages transmitted in this way are easily misinterpreted. Symbolic communications include the following:
 - (1) Clothes (to include uniforms)
 - (2) Hair (to include length and beards)
 - (3) Jewelry or lack of
 - (4) Cosmetics or makeup
 - (5) Make of car
 - (6) Location of one's house
 - (7) Type of paper used for a written communication

THE COMMUNICATIONS PROCESS

1. Communication is often defined as the process of transferring information from one person to another. Each transfer of information involves at least three basic elements: a source (sender) of the communications; a message to be transmitted, and a receiver. The message is influenced by both the content of the communication (the information being transmitted) and the mode used to transmit the content (voice, picture, writing, etc.). Each of the elements is a potential source of communication failure.
2. The communication process model below shows the chain of events that takes place when the source initiates a communication.



COMMUNICATIONS MODEL

- a. Looking at the model of communications, you can see that the communications process begins with an intended message--an idea, information, or feeling--which the sender (source) wants to communicate to another (the receiver). The sender must encode the message in symbols, which he/she believes to be commonly accepted by the intended receiver.
- b. In the communications model, the symbol merely means something that stands for something else and can include words, expressions, tones, graphs, drawings, etc.
 - (1) The sender. The sender (source) wants to transmit an idea, information, or feelings. As a leader, when you issue orders and instructions to your subordinates, you are the sender.
 - (2) The message. The message is composed of all the symbols assembled by the source to convey the intended thought or idea. The message will be encoded into the appropriate media and sent using the desired communications mode.

- (3) The receiver. Your subordinate who receives the message is the receiver. The receiver decodes the message to determine the idea, information or feeling of the sender.
 - (4) Feedback. Feedback becomes another message. For communications to occur, there must be a continuous two-way interchange of feelings, ideas, and values. By soliciting feedback you can tell if the receiver has, in fact, understood your message.
3. Barriers to communication. (Noise)
- a. Anything that prevents an understanding of the exact concept or information intended by the sender is a communications barrier or noise. Communication barriers also act as filters through which the message passes. The filters may muffle, distort, or change the message transmitted so that the receiver receives a message that is different from what the sender transmitted. The parlor game "Telephone" clearly illustrates the problem. In the game people sit in a circle. The first member is given a message to transmit to the second player. The first player must whisper the message to the second. The second player then transmits what he/she heard to the third and so on around the circle. When the last member receives the message, he/she tells the group what was heard. The first player then reads aloud the original message. Invariably the last message is completely different from the first because of the many filters through which it traveled to reach the last player in the circle.
 - b. Communications barriers are either physical or psychological.
 - (1) Physical barriers include such things as:
 - noise
 - distance between the sender and receiver
 - data overload
 - time
 - and limited communications channels.
 - (2) Psychological barriers may include the following:
 - personal beliefs
 - values
 - personal needs
 - level of education
 - goals
 - experiences
 - stress
 - fatigue
 - differences in rank, level of command, or a person's position within a command
 - failure to listen
 - the tendency to smother information
 - multiple communications in a short time period
 - lack of trust, respect, and confidence.
4. Guidelines for overcoming communications barriers include the following:
- a. Listen to or observe the situation.
 - b. Develop and use good listening skills (active listening).
 - c. Listen with an open mind.
 - d. Don't let emotions cloud your communication process.

- e. Understand what seniors, subordinates, and peers need to know to do their jobs. Leaders at all levels must see the battle or the training from the eyes of seniors, their subordinates, peers, and support personnel.
- f. Understand how stress affects communications. You need to understand the human tendencies under stress that create communication problems. People do not see the same reality when they look at a situation or read a message. Soldiers at all levels need to be clear and concise in their communications. Prepare your soldiers to deal with stress and its effects on communications through realistic training.
- g. Teach and demand accurate reporting. You have to be aware of the human tendencies that distort reality. If something is not known to be a fact, do not report it as a fact. Report it as whatever it is--a perception, belief, opinion, or assumption. Teach your soldiers to report matters exactly as they know them, based on what they see and hear. No matter how great the pressures are from a senior for progress in a situation, it is better to say, "I don't know," "I believe," or "I'll check and get back to you," than to report as "fact" something you are not certain is a fact.
- h. Ensure that all soldiers are completely informed on the mission.

Summary. Communications is the means by which leaders get subordinates to understand and accomplish a mission. Communications may be verbal or nonverbal. Communications involves the transfer of information from one person to another. This involves a source (sender) of the communication, a message to be transmitted and a receiver. The message is influenced both by the content of the communication, the means of transmitting the content, and the filters (barriers) through which the message travels. Each of these elements is a potential source of communication failure. By analyzing the component parts of the communication process, the leader has a better chance to communicate effectively.

THE CHARACTERISTICS OF GOOD LISTENING AND ACTIVE LISTENING.

1. Good listening involves everything that is communicated to you both verbally and nonverbally. This means more than simply concentrating on what the other person is saying. Good listening requires effective two-way communication--not just allowing the other party to talk, but involving yourself in the process to understand, not just hear, what the other person is saying. It includes letting the other person know that you have heard him or her. You can improve your listening skills by using the following guides to analyze your listening strengths and weaknesses.
 - a. *Find an area of interest.* Try to find an area of interest in the topic under discussion. Say to yourself: "What is he/she saying that I can use?"
 - b. *Judge the content, not the delivery.* Even if the delivery is boring, find out what you must know.
 - c. *Hold your fire.* Over-stimulation is almost as bad as under-stimulation. The over-stimulated listener gets too excited too soon. Learn not to get too excited about a speaker's point until you are certain you thoroughly understand it.
 - d. *Listen for ideas.* Good listeners focus on central ideas. They recognize when central ideas are stated, and they are able to discriminate between fact and principle, idea and example, or evidence and argument.
 - e. *Be flexible.* If there is the need, take notes. Sometimes you will need to develop brief, meaningful records for later review.
 - f. *Work at listening.* Give the speaker your conscious attention.

- g. *Resist distractions.* A good listener fights distractions. By closing a door, shutting off a radio, moving closer to the sender, or asking him to speak louder, you can fight distractions and make your listening a matter of concentration.
 - h. *Exercise your mind.* Good listeners develop an interest in hearing a variety of presentations difficult enough to challenge their mental capacities.
 - i. *Keep an open mind.* Some words trigger emotional eruptions, serve as “red flags,” and distract you from understanding the message. A good listener distinguishes between the sender’s intended message and the words the sender uses.
 - j. *Capitalize on thought speed.* There is evidence that most of us think about four times as fast as we talk. Thus you have time to spare during every minute a person talks. Keep your mind focused on the speaker. If you allow your mind to wander, you find that when your thoughts return to the person speaking he/she is far ahead of you. Good listeners use their thought speed to advantage; they constantly apply their spare thinking time to what is being said. Develop a thought pattern to include the following:
 - (1) Try to anticipate what a person is going to talk about.
 - (2) Mentally summarize what the person is saying. What point is he/she making?
 - (3) Weigh the speaker’s facts.
 - (4) Listen “between the lines.” Observe the nonverbal.
2. Active listening. A good listener is an active listener and must be aware of the following:
- a. Do not interrupt the speaker.
 - b. Look at the person speaking.
 - c. Listen to what is said.
 - d. Listen to how it is said.
 - e. Maintain eye contact.
 - f. Maintain a comfortable body posture.
 - g. Maintain natural facial expressions. Avoid too much smiling or frowning.
 - h. Speak only when necessary.
3. Summary.
- a. A good listener is an active listener.
 - b. Good listening is hearing both verbal and nonverbal messages.
 - c. Good listening is not automatic or easy. It takes practice and skill to become a good listener.
 - d. Good listening helps to improve the communication process.

INTERESTING COMMUNICATION FACTS

1. The leader's job cannot be accomplished without effective communications.
2. Communication can be defined as the process of transferring information from one person to another. The receiver then transmits feedback to the sender. The feedback becomes a message to the original sender. Thus, effective communications is self-correcting.
3. It has been found that the total impact of an oral communication is 7% verbal, 38% vocal, and 55% facial. (Mehrabian's formula) Another expert indicates that 60% of all communications is nonverbal.
4. The credibility of the sender greatly influences the message received.
5. People are generally less apt to be persuaded by communications which they perceive as being intended to persuade them.

Student Handout 3**Homework Examination**

This student handout contains item listed in this table:

Title/Synopsis	Pages
SH-3, Homework Examination	SH-3-2 thru SH-3-4

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HOMEWORK EXAMINATION - Personal Communications

1. The first step in preparing yourself to communicate is to identify the purpose of the proposed communication.
 - a. True
 - b. False
2. While identifying the purpose of the proposed communication you should determine--
 - a. What information you need to communicate.
 - b. Why you need to communicate the information.
 - c. To whom you need to communicate the information.
 - d. If you are the correct source of the information.
 - e. All of the above.
3. Communications is basic to all leadership principles. It is through communications that you keep your soldiers informed and ensure that the task is understood, supervised, and accomplished.
 - a. True
 - b. False
4. Posture is a powerful form of nonverbal communication. How one sits or stands sends signals that may--
 - a. Indicate an individual has no interest in what you have to say.
 - b. Communicate how an individual is experiencing his/her environment.
 - c. Reflect that an individual doesn't value your opinion.
 - d. Indicate the need to inform the chain-of-command of the situation.
5. We give out signals about our meaning to other people through the symbols we use. Symbolic communications include the following:
 - a. Friends relatives and coworkers we associate with.
 - b. Gesturing and vocalism.
 - c. Clothes, hair, jewelry or cosmetics, make of car, location of one's house, and type of paper used for a written communication.
 - d. The sender, the receiver, the message sent as well as physical and psychological barriers.
6. We often define communication as the process of transferring information from one person to another. Each transfer of information involves at least three basic elements: a source (sender) of the communications; a message transmitted, and a receiver.
 - a. True
 - b. False
7. In the communications model the sender is--
 - a. The only source of feedback.
 - b. The source who wants to transmit an idea, information, or feelings.
 - c. Your subordinate who receives the message.
 - d. The means by which two-way communication is possible.

8. We can define barriers to communications as either physical or psychological. Some physical barriers to communication are such things as--
 - a. Noise, distance, data overload or time.
 - b. Personal beliefs, values and needs.
 - c. Goals, stress and fatigue.
 - d. Lack of trust, respect and confidence.
9. No matter how great the pressures from a senior for progress in a situation, it is better to say:
 - a. "The information I currently have is factual based on the information gathered to this point."
 - b. That you informed all soldiers of the information or situation.
 - c. "I don't know," "I believe," or "I'll get back to you, "than to report something you are not certain is a fact.
 - d. "It is better to judge the delivery of the information than the content."
10. Good listening requires only one-way communication--just allowing the other party to talk, and hear what the other person is saying.
 - a. True
 - b. False
11. There is evidence that we can think about four times as fast as we can talk. If you allow your mind to wander--
 - a. You can think about several things while listening to what someone is saying.
 - b. You find that when your thoughts return to the person speaking he/she is far ahead of you.
 - c. You can really think about and understand what the speaker is saying.
 - d. None of the above.
12. Good Listeners focus on central ideas. They recognize when--
 - a. The speaker has stated central ideas, and they are able to discriminate between fact and fiction.
 - b. They are in over their head and ask for help understanding the information.
 - c. The speaker has stated central ideas, and they are able to discriminate between fact and principle, idea and example, or evidence and argument.
 - d. The over-stimulated speaker has gotten too excited and calms him/her down.
13. A good listener is an active listener and must be aware of the following:
 - a. Do not interrupt the speaker.
 - b. Listen to what the speaker said.
 - c. Maintain eye contact.
 - d. Speak only when necessary.
 - e. All the above.
14. A leader cannot accomplish his job without effective communications.
 - a. True
 - b. False

15. People are generally less apt to allow the following to persuade them:
- A subordinate.
 - The content of the message rather than the delivery.
 - Communications which they perceive as intended to persuade them.
 - The credibility of the sender rather than the message.
16. If you take a moment to think about all the training you've received under the heading "communication," you'll see that it probably falls into what four broad categories?
- Listening, reading, speaking and writing.
 - Looking, reading, speaking, and hearing.
 - Reading, writing, feeling, and judging.
 - Interpersonal, conceptual, technical, and tactical skills.
17. What two common forms of one-way communication are not necessarily the best ways to exchange information?
- Hearing and talking.
 - Listening and transmitting.
 - Seeing and hearing.
 - Talking and expression.
18. What is the cardinal sin of active listening?
- Avoid looking at the speaker.
 - Avoid nodding your head at the speaker.
 - Avoid using occasional "uh-huh" when you agree with the speaker.
 - Avoid interrupting the speaker.
19. Nonverbal communication involves all the signals you send with all the following except?
- Body language.
 - Facial Expressions.
 - Tone of Voice.
 - Checking your watch.
20. Which communication is preferred when time and resources permits?
- One-way communication.
 - Two-way communication.
 - Face-to-face communication.
 - Active communication.

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Student Handout 4**Homework Examination Solution**

This student handout contains item listed in this table:

Title/Synopsis	Pages
SH-4, Homework Examination Solution	SH-4-2 thru SH-4-5

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HOMEWORK EXAMINATION
Personal Communications
Solution Sheet

1. The first step in preparing yourself to communicate is to identify the purpose of the proposed communication.
 - a. True
 - b. False

a. True (Ref: Student Handout 2, p SH-2-2, para 1)
2. While identifying the purpose of the proposed communication you should determine--
 - a. What information you need to communicate.
 - b. Why you need to communicate the information.
 - c. To whom you need to communicate the information.
 - d. If you are the correct source of the information.
 - e. All of the above.

e. All of the above. (Ref: Student Handout 2, p SH-2-2, para 1a through d)
3. Communications is basic to all leadership principles. It is through communications that you keep your soldiers informed and ensure that the task is understood, supervised, and accomplished?
 - a. True
 - b. False

a. True (Ref: Student Handout 2, p SH-2-4, para 1)
4. Posture is a powerful form of nonverbal communication. How one sits or stands sends signals that may--
 - a. Indicate an individual has no interest in what you have to say.
 - b. Communicate how an individual is experiencing his/her environment.
 - c. Reflect that an individual doesn't value your opinion.
 - d. Indicate the need to inform the chain-of-command of the situation.

b. Communicate how an individual is experiencing his/her environment. (Ref: Student Handout 2, p SH-2-4, para 2b (1) (b))
5. We give out signals about our meaning to other people through the symbols we use. Symbolic communications include the following:
 - a. Friends relatives and coworkers we associate with.
 - b. Gesturing and vocalism.
 - c. Clothes, hair, jewelry or cosmetics, make of car, location of one's house, and type of paper used for a written communication.
 - d. The sender, the receiver, the message sent as well as physical and psychological barriers.

c. Clothes, hair, jewelry or cosmetics, make of car, location of one's house, and type of paper used for a written communication. (Ref: Student Handout 2, p SH-2-5, para 2c)

6. We often define communication as the process of transferring information from one person to another. Each transfer of information involves at least three basis elements: a source (sender) of the communications; a message transmitted, and a receiver.
- a. True
 - b. False
- a. True. (Ref: Student Handout 2, p SH-2-6, para 1)**
7. In the communications model the sender is--
- a. The only source of feedback.
 - b. The source who wants to transmit an idea, information, or feelings.
 - c. Your subordinate who receives the message.
 - d. The means by which two-way communication is possible.
- b. The source who wants to transmit an idea, information, or feelings. (Ref: Student Handout 2, p SH-2-6, para 2 (b) (1))**
8. We can define barriers to communications as either physical or psychological. Some physical barriers to communication are such things as--
- a. Noise, distance, data overload or time.
 - b. Personal beliefs, values and needs.
 - c. Goals, stress and fatigue.
 - d. Lack of trust, respect and confidence.
- a. Noise, distance, data overload or time. (Ref: Student Handout 2, p SH-2-7, para 3 (b) (1))**
9. No matter how great pressures from a senior for progress in a situation, it is better to say:
- a. "The information I currently have is factual based on the information gathered to this point."
 - b. That you informed all soldiers of the information or situation.
 - c. "I don't know," "I believe," or "I'll check and get back to you," "than to report something you are not certain is a fact."
 - d. "It is better to judge the delivery of the information than the content."
- c. "I don't know," "I believe," or "I'll check and get back to you," than to report something you are not certain is a fact. (Ref: Student Handout 2, p SH-2-8, para 4g)**
10. Good listening requires only one-way communication--just allowing the other party to talk, and hear what the other person is saying.
- a. True
 - b. False
- b. False. (Ref: Student Handout 2, p SH-2-8, para 1)**

11. There is evidence that we can think about four times as fast as we can talk. If you allow your mind to wander--
- a. You can think about several things while listening to what someone is saying.
 - b. You find that when your thoughts return to the person speaking he/she is far ahead of you.
 - c. You can really think about and understand what the speaker is saying.
 - d. None of the above.
- b. You find that when your thoughts return to the person speaking he/she is far ahead of you. (Ref: Student Handout 2, p SH-2-9, para 1j)**
12. Good Listeners focus on central ideas. They recognize when--
- a. The speaker has stated central ideas, and they are able to discriminate between fact and fiction.
 - b. They are in over their head and ask for help understanding the information.
 - c. The speaker has stated central ideas, and they are able to discriminate between fact and principle, idea and example, or evidence and argument.
 - d. The over-stimulated speaker has gotten too excited and calms him/her down.
- c. The speaker has stated central ideas, and they are able to discriminate between (Ref: Student Handout 2, p SH-2-8, para 1d)**
13. A good listener is an active listener and must be aware of the following:
- a. Do not interrupt the speaker.
 - b. Listen to what the speaker said.
 - c. Maintain eye contact.
 - d. Speak only when necessary.
 - e. All the above.
- e. All the above. (Ref: Student Handout 2, p SH-2-9, para 2a through h)**
14. A leader cannot accomplish his job without effective communication.
- a. True
 - b. False
- a. True. (Ref: Student Handout 2, p SH-2-10, para 1)**
15. People are generally less apt to allow the following to persuade them:
- a. A subordinate.
 - b. The content of the message rather than the delivery.
 - c. Communications which they perceive as intended to persuade them.
 - d. The credibility of the sender rather than the message.
- c. Communications which they perceive as being intended to persuade them. (Ref: Student Handout 2, p SH-2-10, para 5)**

16. If you take a moment to think about all the training you've received under the heading "communication," you'll see that it probably falls into what four broad categories?
- a. Listening, reading, speaking and writing.
 - b. Looking, reading, speaking, and hearing.
 - c. Reading, writing, feeling, and judging.
 - d. Interpersonal, conceptual, technical, and tactical skills.
- a. Listening, reading, speaking and writing. (Ref: Student Handout 5, p 4-2, para 4-6)**
17. What two common forms of one-way communication are not necessarily the best ways to exchange information?
- a. Hearing and talking.
 - b. Listening and transmitting.
 - c. Seeing and hearing.
 - d. Talking and expression.
- c. Seeing and hearing. (Ref: Student Handout 5, p 4-3, para 4-7)**
18. What is the cardinal sin of active listening?
- a. Avoid looking at the speaker.
 - b. Avoid nodding your head at the speaker.
 - c. Avoid using occasional "uh-huh" when you agree with the speaker.
 - d. Avoid interrupting the speaker.
- d. Avoid interrupting the speaker. (Ref: Student Handout 5, p 4-3, para 4-8)**
19. Nonverbal communication involves all the signals you send with all the following except?
- a. Body language.
 - b. Checking your watch.
 - c. Tone of Voice.
 - d. Facial expressions.
- b. Checking your watch. (Ref: Student Handout 5, p 4-3, para 4-10)**
20. Which communication is preferred when time and resources permits?
- a. One-way communication.
 - b. Two-way communication.
 - c. Face-to-face communication.
 - d. Active communication.
- b. Two-way communication. (Ref: Student Handout 5, p 4-3, para 4-7)**

Student Handout 5

Extracted Material from FM 22-100

This student handout contains six pages of extracted material from FM 22-100, Army Leadership:

Title/Synopsis	Pages
SH-5, Extract Material from FM 22-100	SH-5-1

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Chapter 4

Direct Leadership Skills

Never get so caught up in cutting wood that you forget to sharpen your ax.

First Sergeant James J. Karolchyk, 1986

4-1. The Army's direct leaders perform a huge array of functions in all kinds of places and under all kinds of conditions. Even as you read these pages, someone is in the field in a cold place, someone else in a hot place. There are people headed to a training exercise and others headed home. Somewhere a motor pool is buzzing, a medical ward operating, supplies moving. Somewhere a duty NCO is conducting inspections and a sergeant of the guard is making the rounds. In all these places, no matter what the conditions or the mission, direct leaders are

guided by the same principles, using the same skills, and performing the same actions.

4-2. This chapter discusses the skills a direct leader must master and develop. It addresses the KNOW of BE, KNOW, and DO for direct leaders. The skills are organized under the four skill groups Chapter 1 introduced: interpersonal, conceptual, technical, and tactical. (Appendix B lists performance indicators for leader skills.)

INTERPERSONAL SKILLS

4-3. A DA civilian supervisor was in a frenzy because all the material needed for a project wasn't available. The branch chief took the supervisor aside and said, "You're worrying about *things*. Things are not important; things will or won't be there. Worry about working with the people who will get the job done."

4-4. Since leadership is about people, it's not surprising to find interpersonal skills, what some call "people skills," at the top of the list of what an Army leader must KNOW. Figure 4-1 (on page 4-3) identifies the direct leader interpersonal skills. All these skills—communicating, team building, supervising, and counseling—require communication. They're all closely related; you can hardly use one without using the others.

skills—supervising, team building, and counseling—also depend on your ability to communicate.

4-6. If you take a moment to think about all the training you've received under the heading "communication," you'll see that it probably falls into four broad categories: speaking, reading, writing, and listening. You begin practicing speech early; many children are using words by the age of one. The heavy emphasis on reading and writing begins in school, if not before. Yet how many times have you been taught how to listen? Of the four forms of communication,

COMMUNICATING

4-5. Since leadership is about getting other people to do what you want them to do, it follows that communicating—transmitting information so that it's clearly understood—is an important skill. After all, if people can't understand you, how will you ever let them know what you want? The other interpersonal

INTERPERSONAL SKILLS	4-2
CONCEPTUAL SKILLS	4-6
TECHNICAL SKILLS	4-11
TACTICAL SKILLS	4-12
SUMMARY	4-14



Figure 4-1. Direct Leader Skills—Interpersonal

listening is the one in which most people receive the least amount of formal training. Yet for an Army leader, it's every bit as important as the others. It often comes first because you must listen and understand before you can decide what to say.

One-Way and Two-Way Communication

4-7. There are two common forms of one-way communication that are not necessarily the best way to exchange information: seeing and hearing. The key difference between one-way and two-way communication is that one-way communication—hearing or seeing something on television, reading a copy of a slide presentation, or even watching a training event unfold—may not give you a complete picture. You

may have unanswered questions or even walk away with the wrong concept of what has occurred. That's why two-way communication is preferred when time and resources permit.

Active Listening

4-8. An important form of two-way communication is active listening. When you practice active listening, you send signals to the speaker that say, "I'm paying attention." Nod your head every once in a while, as if to say, "Yes, I understand." When you agree with the speaker, you might use an occasional "uh-huh." Look the speaker in the eye. Give the speaker your full attention. Don't allow yourself to be distracted by looking out the window, checking your watch, playing with something on your desk, or trying to do more than one thing at a time. Avoid interrupting the speaker; that's the cardinal sin of active listening.

4-9. Be aware of barriers to listening. Don't form your response while the other person is still talking. Don't allow yourself to become distracted by the fact that you're angry, or that you have a problem with the speaker, or that you have lots of other things you need to be thinking about. If you give in to these temptations, you'll miss most of what's being said.

Nonverbal Communication

4-10. In face-to-face communication, even in the simplest conversation, there's a great deal going on that has almost nothing to do with the words being used. Nonverbal communication involves all the signals you send with your facial expressions, tone of voice, and body language. Effective leaders know that communication includes both verbal and nonverbal cues. Look for them in this example.

The Checking Account

A young soldier named PVT Bell, new to the unit, approaches his team leader, SGT Adams, and says, "I have a problem I'd like to talk to you about."

The team leader makes time—right then if possible—to listen. Stopping, looking the soldier in the eye, and asking, "What's up?" sends many signals: *I am concerned about your problem. You're part of the team, and we help each other. What can I do to help?* All these signals, by the way, reinforce Army values.

The Checking Account (continued)

PVT Bell sees the leader is paying attention and continues, “Well, I have this checking account, see, and it’s the first time I’ve had one. I have lots of checks left, but for some reason the PX [post exchange] is saying they’re no good.”

SGT Adams has seen this problem before: PVT Bell thinks that checks are like cash and has no idea that there must be money in the bank to cover checks written against the account. SGT Adams, no matter how tempted, doesn’t say anything that would make PVT Bell think that his difficulty was anything other than the most important problem in the world. He is careful to make sure that PVT Bell doesn’t think that he’s anyone other than the most important soldier in the world. Instead, SGT Adams remembers life as a young soldier and how many things were new and strange. What may seem like an obvious problem to an experienced person isn’t so obvious to an inexperienced one. Although the soldier’s problem may seem funny, SGT Adams doesn’t laugh at the subordinate. And because nonverbal cues are important, SGT Adams is careful that his tone of voice and facial expressions don’t convey contempt or disregard for the subordinate.

Instead, the leader listens patiently as PVT Bell explains the problem; then SGT Adams reassures PVT Bell that it can be fixed and carefully explains the solution. What’s more, SGT Adams follows up later to make sure the soldier has straightened things out with the bank.

A few months later, a newly promoted PFC Bell realizes that this problem must have looked pretty silly to someone with SGT Adams’ experience. But PFC Bell will always remember the example SGT Adams set. Future leaders are groomed every day and reflect their past leaders. By the simple act of listening and communicating, SGT Adams won the loyalty of PFC Bell. And when the next batch of new soldiers arrives, PFC Bell, now the old-timer, will say to them, “Yeah, in all my experience, I’ve got to say this is one of the best units in the Army. And SGT Adams is the best team leader around. Why, I remember a time...”

4-11. SGT Adams performed crisis counseling, a leader action Appendix C discusses. Look for the communicating skills in this example. SGT Adams listened actively and controlled his nonverbal communication. He gave PVT Bell his full attention and was careful not to signal indifference or a lack of concern. SGT Adams’ ability to do this shows the mental attribute of self-discipline and the emotional attribute of self-control, which you read about in Chapter 2. The leader also displayed empathy, that is, sensitivity to the feelings, thoughts, and experiences of another person. It’s an important quality for a counselor.

SUPERVISING

If a squad leader doesn’t check, and the guy on point has no batteries for his night vision goggles, he has just degraded the effectiveness of the entire unit.

A Company Commander, Desert Storm

4-12. Direct leaders check and recheck things. Leaders strike a balance between checking too much and not checking enough. Training subordinates to act independently is important; that’s why direct leaders give instructions or their intent and then allow subordinates to work without constantly looking over their shoulders. Accomplishing the mission is equally important; that’s why leaders check things—especially conditions critical to the mission (fuel levels), details a soldier might forget (spare batteries for night vision goggles), or tasks at the limit of what a soldier has accomplished before (preparing a new version of a report).

4-13. Checking minimizes the chance of oversights, mistakes, or other circumstances that might derail a mission. Checking also gives leaders a chance to see and recognize subordinates who are doing things right or make on-the-spot corrections when necessary. Consider this example: A platoon sergeant delegates to the platoon’s squad leaders the

authority to get their squads ready for a tactical road march. The platoon sergeant oversees the activity but doesn't intervene unless errors, sloppy work, or lapses occur. The leader is there to answer questions or resolve problems that

the squad leaders can't handle. This supervision ensures that the squads are prepared to standard and demonstrates to the squad leaders that the platoon sergeant cares about them and their people.

The Rusty Rifles Incident

While serving in the Republic of Vietnam, SFC Jackson was transferred from platoon sergeant of one platoon to platoon leader of another platoon in the same company. SFC Jackson quickly sized up the existing standards in the platoon. He wasn't pleased. One problem was that his soldiers were not keeping their weapons cleaned properly: rifles were dirty and rusty. He put out the word: weapons would be cleaned to standard each day, each squad leader would inspect each day, and he would inspect a sample of the weapons each day. He gave this order three days before the platoon was to go to the division rest and recuperation (R&R) area on the South China Sea.

The next day SFC Jackson checked several weapons in each squad. Most weapons were still unacceptable. He called the squad leaders together and explained the policy and his reasons for implementing it. SFC Jackson checked again the following day and still found dirty and rusty weapons. He decided there were two causes for the problem. First, the squad leaders were not doing their jobs. Second, the squad leaders and troops were bucking him—testing him to see who would really make the rules in the platoon. He sensed that, because he was new, they resisted his leadership. He knew he had a serious discipline problem he had to handle correctly. He called the squad leaders together again. Once again, he explained his standards clearly. He then said, "Tomorrow we are due to go on R&R for three days and I'll be inspecting rifles. We won't go on R&R until each weapon in this platoon meets the standard."

The next morning SFC Jackson inspected and found that most weapons in each squad were still below standard. He called the squad leaders together. With a determined look and a firm voice, he told them he would hold a formal in-ranks inspection at 1300 hours, even though the platoon was scheduled to board helicopters for R&R then. If every weapon didn't meet the standard, he would conduct another in-ranks inspection for squad leaders and troops with substandard weapons. He would continue inspections until all weapons met the standard.

At 1300 hours the platoon formed up, surly and angry with the new platoon leader, who was taking their hard-earned R&R time. The soldiers could hardly believe it, but his message was starting to sink in. This leader meant what he said. This time all weapons met the standard.

COUNSELING

Nothing will ever replace one person looking another in the eyes and telling the soldier his strengths and weaknesses. [Counseling] charts a path to success and diverts soldiers from heading down the wrong road.

Sergeant Major Randolph S. Hollingsworth

4-14. Counseling is subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual or organizational goals. Effective counseling takes time, patience, and practice. As with

everything else you do, you must develop your skills as a counselor. Seek feedback on how effective you are at counseling, study various counseling techniques, and make efforts to improve. (Appendix C discusses developmental counseling techniques.)

4-15. Proper counseling leads to a specific plan of action that the subordinate can use as a road map for improvement. Both parties, counselor and counseled, prepare this plan of action. The leader makes certain the subordinate understands and takes ownership of it. The best plan

of action in the world does no good if the subordinate doesn't understand it, follow it, and believe in it. And once the plan of action is agreed upon, the leader must follow up with one-on-one sessions to ensure the subordinate stays on track.

4-16. Remember the Army values of loyalty, duty, and selfless service require you to counsel your subordinates. The values of honor, integrity, and personal courage require you to give them straightforward feedback. And the Army value of respect requires you to find the best way to communicate that feedback so that your subordinates understand it. These Army values

all point to the requirement for you to become a proficient counselor. Effective counseling helps your subordinates develop personally and professionally.

4-17. One of the most important duties of all direct, organizational, and strategic leaders is to develop subordinates. Mentoring, which links the operating and improving leader actions, plays a major part in developing competent and confident future leaders. Counseling is an interpersonal skill essential to effective mentoring. (Chapters 5, 6, and 7 discuss the direct, organizational, and strategic leader mentoring actions.)

CONCEPTUAL SKILLS

4-18. Conceptual skills include competence in handling ideas, thoughts, and concepts. Figure 4-2 (on page 4-7) lists the direct leader conceptual skills.

CRITICAL REASONING

4-19. Critical reasoning helps you think through problems. It's the key to understanding situations, finding causes, arriving at justifiable conclusions, making good judgments, and learning from the experience—in short, solving problems. Critical reasoning is an essential part of effective counseling and underlies ethical reasoning, another conceptual skill. It's also a central aspect of decision making, which Chapter 5 discusses.

4-20. The word "critical" here doesn't mean finding fault; it doesn't have a negative meaning at all. It means getting past the surface of the problem and thinking about it in depth. It means looking at a problem from several points

of view instead of just being satisfied with the first answer that comes to mind. Army leaders need this ability because many of the choices they face are complex and offer no easy solution.

4-21. Sometime during your schooling you probably ran across a multiple choice test, one that required you to "choose answer a, b, c, or d" or "choose one response from column a and two from column b." Your job as an Army leader would be a lot easier if the problems you faced were presented that way, but leadership is a lot more complex than that. Sometimes just figuring out the real problem presents a huge hurdle; at other times you have to sort through distracting multiple problems to get to the real difficulty. On some occasions you know what the problem is but have no clue as to what an answer might be. On others you can come up with two or three answers that all look pretty good.

Finding the Real Problem

A platoon sergeant directs the platoon's squad leaders to counsel their soldiers every month and keep written records. Three months later, the leader finds the records are sloppy or incomplete; in many cases, there's no record at all. The platoon sergeant's first instinct is to chew out the squad leaders for ignoring his instructions. It even occurs to him to write a counseling annex to the platoon SOP so he can point to it the next time the squad leaders fail to follow instructions.

Finding the Real Problem (continued)

But those are just knee-jerk reactions and the platoon sergeant knows it. Instead of venting his frustration, the leader does a little investigating and finds that two squad leaders have never really been taught how to do formal, written counseling. The third one has no idea why counseling is important. So what looked like a disciplinary problem—the squad leaders disobeying instructions—turns out to be a training shortfall. By thinking beyond the surface and by checking, the platoon sergeant was able to isolate the real problem: that the squad leaders had not been trained in counseling. The next step is to begin training and motivating subordinates to do the tasks.



Figure 4-2. Direct Leader Skills—Conceptual

CREATIVE THINKING

4-22. Sometimes you run into a problem that you haven't seen before or an old problem that requires a new solution. Here you must apply imagination; a radical departure from the old way of doing things may be refreshing. Army leaders prevent complacency by finding ways to challenge subordinates with new approaches and ideas. In these cases, rely on your intuition, experience, and knowledge. Ask for input from your subordinates. Reinforce team building by making everybody responsible for, and shareholders in, the accomplishment of difficult tasks.

4-23. Creative thinking isn't some mysterious gift, nor does it have to be outlandish. It's not reserved for senior officers; all leaders think creatively. You employ it every day to solve small problems. A unit that deploys from a stateside post on a peace operation, for instance, may find itself in a small compound with limited athletic facilities and no room to run. Its leaders must devise new ways for their soldiers to maintain physical fitness. These may include sports and games, even games the local nationals play.

Pulling Dragons' Teeth

As American forces approached the Siegfried Line between Germany and France at the end of World War II, the armored advance was slowed by "dragons' teeth," concrete obstacles that looked like large, tightly spaced traffic cones. Engineers predicted it would take many days and tons of explosives to reduce the obstacles, which were heavily reinforced and deeply rooted. Then an NCO suggested using bulldozers to push dirt on top of the spikes, creating an earthen ramp to allow tanks to drive over the obstacles. This is but one example of the creative thinking by American soldiers of all ranks that contributed to victory in the ETO.

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